



**Department of
Education &
Workforce**

Supports and Monitoring Informational Sessions will begin shortly

We will be starting at 1:00pm

Thank you!



PLEASE REFRAIN FROM AI USAGE IN DEPARTMENT MEETINGS

Please note that State of Ohio and Ohio Department of Education and Workforce policy prohibits the use of external AI tools during meetings.



Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



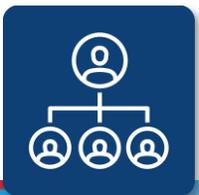
Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.



PLEASE CONTACT US AT:
OEC.MONITORING@EDUCATION.OHIO.GOV

The goal of today's Informational Session is to provide educational agencies with topics that will inform your special education programs. If you have specific questions about your agency, please do not hesitate to contact our office directly.



QUESTIONS FROM THE FIELD

- Do CTCs, ESCs, and Board of DDs have to participate in the Special Education Desk Review process?
- If your educational agency is on the EDSTEPS Cohort List, you will be required to complete the desk review process.
- We are currently collaborating with other departmental offices to ensure that all educational agencies including CTCs, ESCs, and Board of DDs are included in the 6-year rotation.
- We are currently updating our cohort list but here is how it is broken down for the Special Education Desk Reviews:

Cohort	Pilot	Cohort 1a (A-L)	Cohort 2a (A-L)	Cohort 3a (A-L)	Cohort 1b (M-Z)	Cohort 2b (M-Z)	Cohort 3b (M-Z)
School Year	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32



DOCUMENTING SERVICES VS DOCUMENTING NEW INTERVENTIONS

- Should we be documenting interventions provided in the ETR?
- I've heard conflicting information with the date consent was signed for an ETR and including the intervention data.
- For an initial, interventions should be provided and listed as part of the referral data (PR 04)
- For reevaluation:
- If no new interventions were provided mark "Data from interventions" as "Not Applicable."
- If new interventions were provided beyond the services outlined in the current IEP, these interventions would be documented in a Part 1 "Data from Interventions" and summarized in Part 2 "Summary of Interventions."

LONG TERM SUB

- If a long-term substitute has been hired into an IS position and is working under the direction of a licensed IS, how does that impact SWD:IS ratios?
- Does the substitute "count towards" the IS ratio or should these sub-licensed staff not be included in calculating ratios?
- Education Degree – Unlimited substitute license can only be hired and provide services to students with disabilities when the licensed Intervention Specialist is out on long term leave and plans to return.
- In this scenario, the substitute cannot be counted towards the ratio.

PLANNING FORM

- What is OEC's direction when, on the ETR Planning Form and in one category, "general education teacher OR intervention specialist" is written for additional testing/data needed? Does the "or" indicate that one Part 1 assessment is sufficient for compliance?
- It is recommended to not use “or” because it lacks clarity as to who will be conducting the assessment.
- Having a specific evaluator listed on the planning form provides clarity for that parent as to who would be conducting the assessment.
- Informed parental consent means that the parent knows, understands, and agrees to who is conducting the assessment for that specific area.

LOCATION OF SERVICE

- What SDI location language is recommended by OEC?
- Are "general ed setting" and "special ed setting" still most current?
- It is an educational agency's decision as to what name is used for each setting.
- It is ultimately about the parent understanding where the child is receiving services.

SDI TRACKING

- Does OEC have any recommendations or resources for school teams who are being instructed to track and log every service minute delivered?
- This is an educational agency's decision.

COMMON NONCOMPLIANCE IN THE IEP

December 4, 2025

Supports and Monitoring Team



**Department of
Education &
Workforce**

REFERENCES

[Universal Support Materials | Ohio Department of Education and Workforce](#)

[IDEA Comprehensive Review | Ohio Department of Education and Workforce](#)

[IDEA-Comprehensive-Monitoring-Review-Guide-2025.pdf.aspx](#)



**Department of
Education &
Workforce**

UNIVERSAL SUPPORT MATERIALS HAVE BEEN UPDATED!

Universal Support Materials are free and open to the public.

No OHID needed to access the materials.

Offerings include:

ETR

IEP

Secondary Transition

Internal Monitoring Process

[Universal Support Materials | Ohio Department of Education and Workforce](#)

QUICK LINKS

- [» Ohio's System of General Supervision](#)
- [» IDEA Comprehensive Review Supports and Monitoring Information Session \(SAMIS\)](#)
- [» Universal Support Materials](#)
- [» Ohio's Special Education Determination](#)
- [» Supportive Technical Assistance Review \(STAR\)](#)
- [» Special Education Desk Review](#)

Universal Support Materials

This page contains universal support materials that provide guidance for completing the ETR and IEP forms and other basic IDEA guidance. Preschool uses a different set of [Preschool Special Education Support Materials](#).

Evaluation Team Report (ETR)

- [Evaluation Team Report \(ETR\)](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Individualized Education Program (IEP)

- [Individualized Education Program \(IEP\)](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Secondary Transition

- [Secondary Transition Plan](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Internal Monitoring Process

- [Establishing Internal Monitoring Process](#)
- [Transcript](#)
- [Internal Monitoring Process Template](#)

- [Evaluation Team Report](#)
- [Transcript](#)

- [Post Secondary Transition Plan](#)
- [Transcript](#)

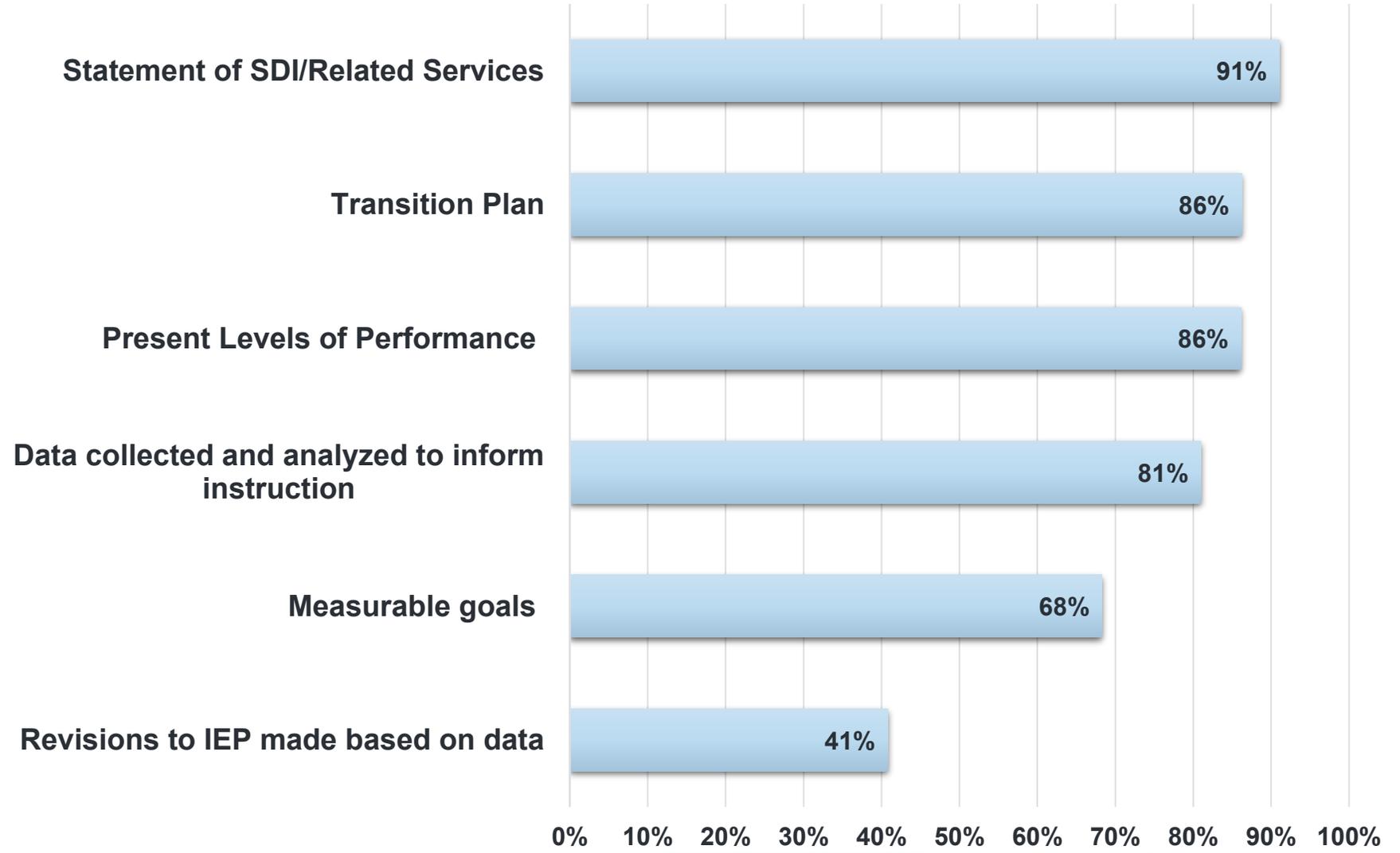
- [Individualized Education Program](#)
- [Transcript](#)

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IEP NONCOMPLIANCE FINDINGS

2023-2024

IEP Findings

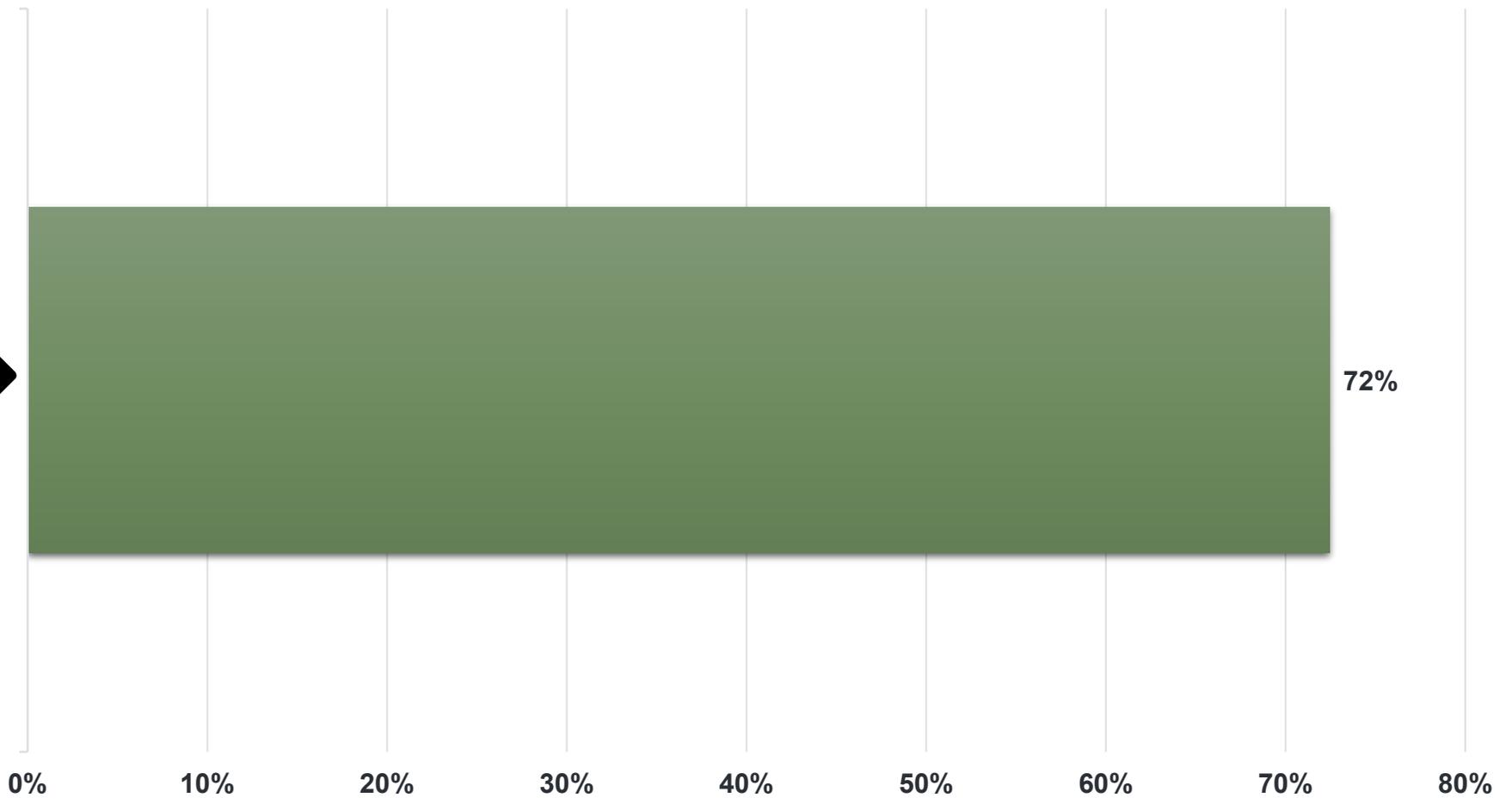


**LRE
NONCOMPLIANCE
FINDINGS**

2023-2024

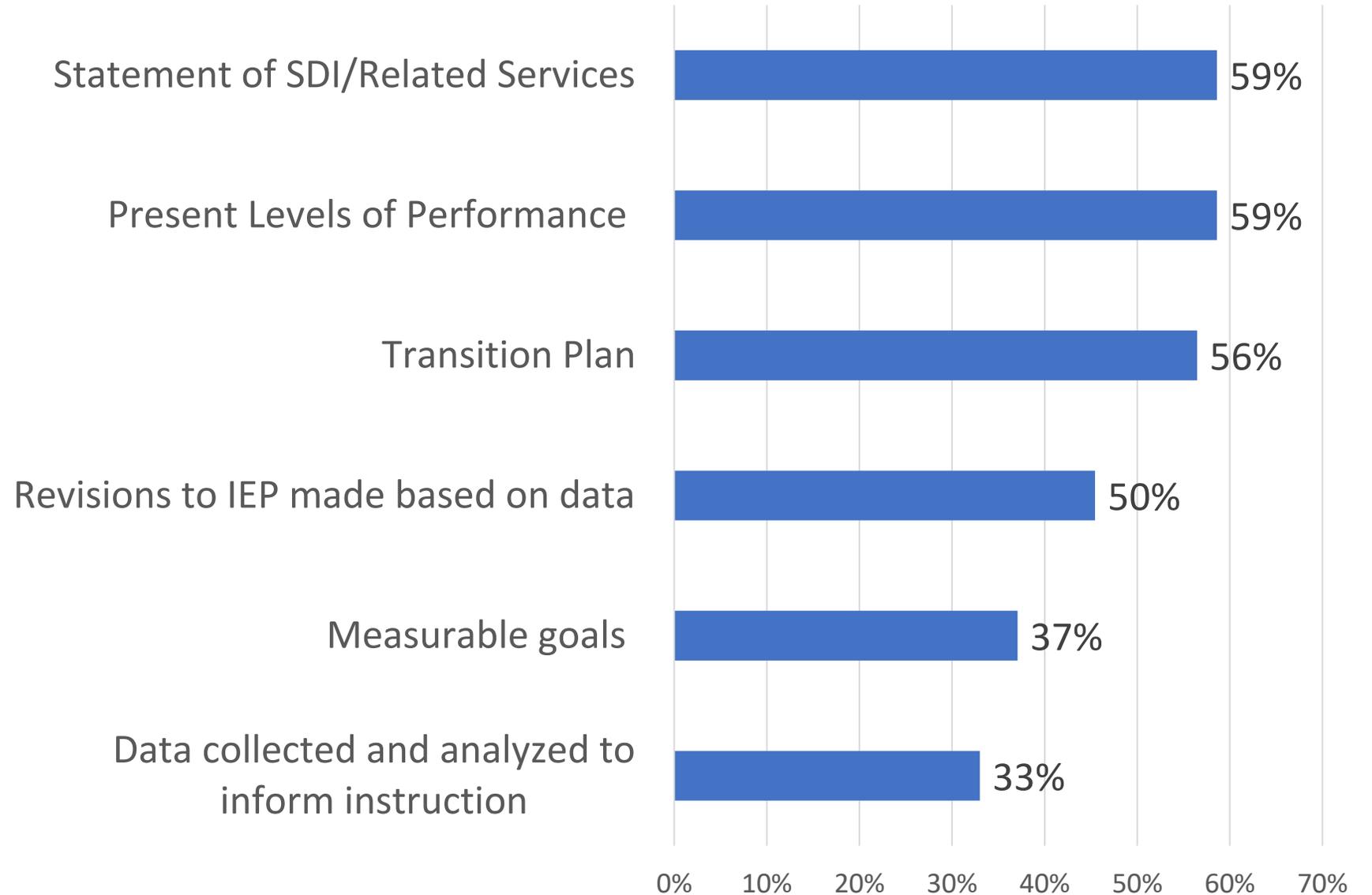


**Justification for removal from general education
classroom**



IEP NONCOMPLIANCE FINDINGS

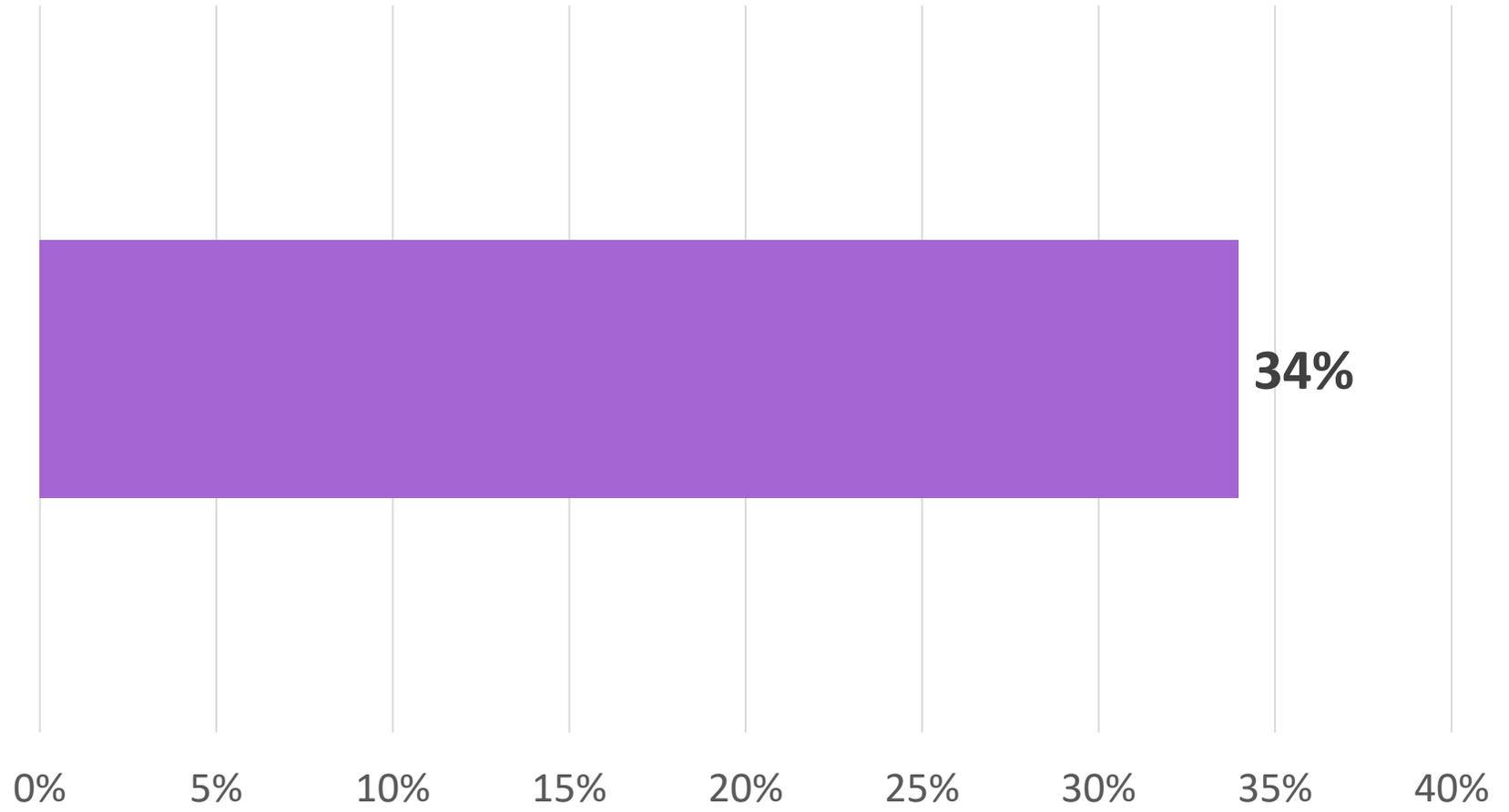
2024-2025



LRE
NONCOMPLIANCE
FINDINGS

2024-2025

Justification for removal from general education
classroom



DS 6 STATEMENT OF SDI / RELATED SERVICES

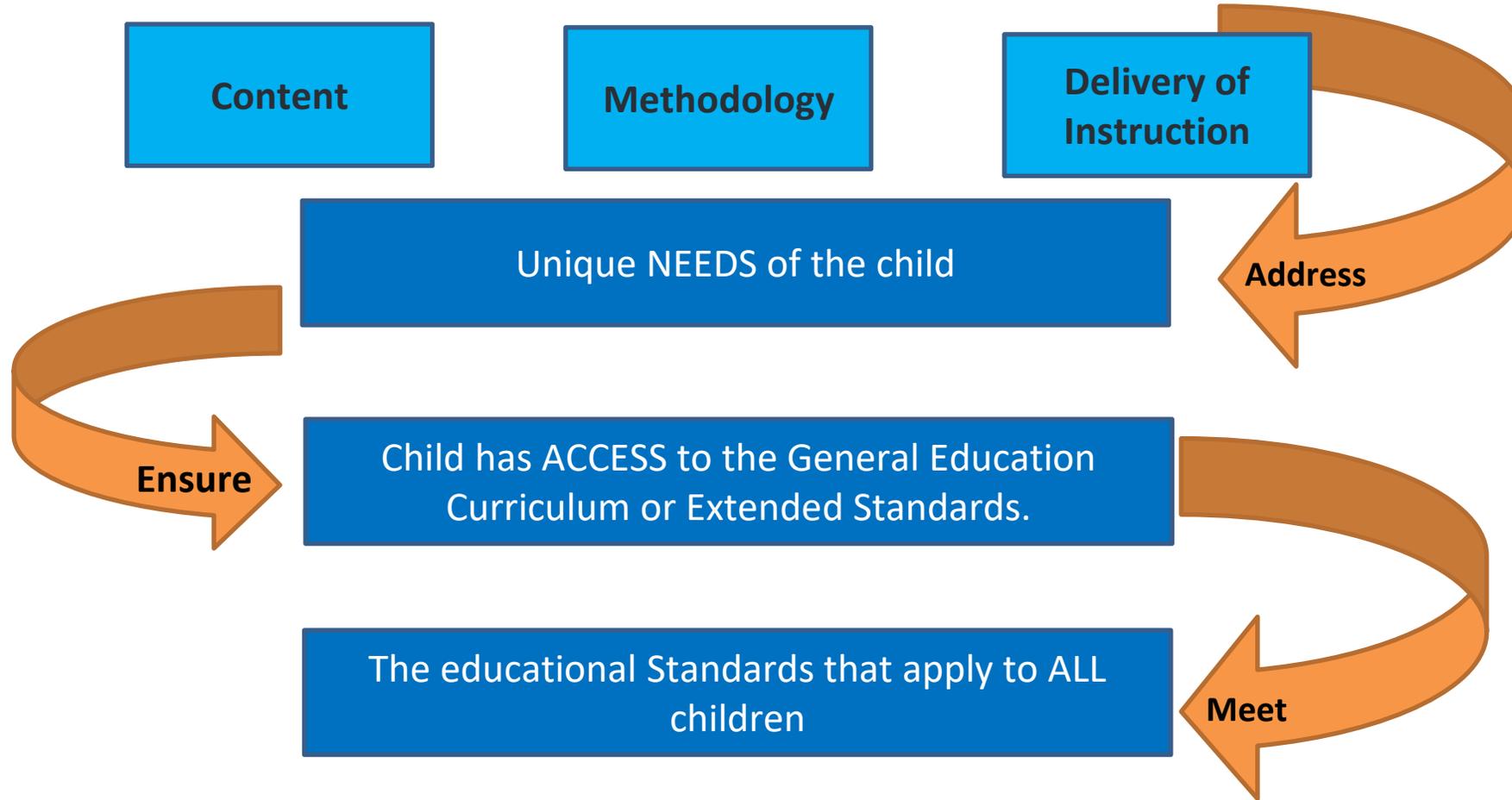
59% NONCOMPLIANCE

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-6	300.320(a)(4) [Definition of individualized education program] 3301-51-01 (B)(54) [Definition of Related Services] 3301-51-01(B)(60) (b) (iii) [Definition of Specially Designed Instruction]	Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?	YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services: <ul style="list-style-type: none"> • Describes the nature of the instruction that aligns with the needs of the child (delivery); AND • Supports achievement of annual goals by describing skills (content) and methods used for instruction specific to the goal (methodology). 	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services; AND/OR Does not describe the nature of the instruction that aligns with the needs of the child; AND/OR Does not describe skills (content) and methods used for instruction specific to the goal (methodology).	



Specially Designed Instruction (SDI)

Adapting to the NEEDS of a child



COMPONENTS SDI

Elements	What it means
Content	What is taught to allow the student to access general education programming
Methodology	How the instruction is delivered or the practices and approach the teacher uses to teach
Delivery Instruction	Where the instruction will occur (instructional grouping)

Specially Designed Instruction (SDI) – continued

- ✓ HOW you are teaching the child
- ✓ HOW the delivery of instruction is different from what every child receives
- ✓ Must be a clear connection to the SPECIFIC goal referenced and the location of service
- ✓ Amount of TIME must reflect the need of the individual student
- ✓ NOT based on a schedule or availability of staff
- ✓ Should have only 1 provider and location
- ✓ Can be related service

Specially Designed Instruction (SDI) - continued

- Instructional methods and strategies specifically designed for each individual student and goal
- ***Not a list of Accommodations***
- Assist the student in progressing toward achievement in their goals
- When developing the specially designed instruction teachers should consider the implications for instruction in Part 2 of the ETR, should consult with the school psychologist and/or use other evidence on how the student best learns.

Every student receiving special education services must be assigned to an Intervention Specialist and/or Related Service Provider (per OAC 3301-51-09(G)). These professionals are responsible for designing, implementing, and monitoring SDI. They also ensure services align with the IEP and meet required service minutes.

Specially Designed Instruction (SDI) – continued

General education teachers, literacy specialists, or other instructional experts may assist in

delive

SDI w

Speci

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ion

Remember:

Other school personnel may assist or collaborate in providing SDI, but they cannot independently design or be responsible for it. The Intervention Specialist or Related Service Provider must always maintain oversight, accountability, and progress monitoring to ensure fidelity to the student's IEP.

- De
- Ov
- Ma



TIPS for SDI

- Must state either small group, individual or one on one.
- If stating small group, it is best practice to limit the number of students allowed, FOR EXAMPLE “small group up to 4 students.”
- Cannot have one on one and small group together for 1 SDI.
- SDI must mention the actual SKILL they will be working on.
- Math is not specific. Math calculation is.
- “Language Skills” is not specific enough for any Speech SDI.

DS-2 PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLOP) 59% NONCOMPLIANCE

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-2	300.320(a)(1) [Definition of individualized education program]	Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?	YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> Summary of current daily academic and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need; Current baseline data provided in alignment with the skill and measurement of the annual goal. 	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic and/or functional performance related to the development of measurable goals; OR There is no comparison to grade-level standards or to age-appropriate performance expectations.</p>	

DS-2

Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?

YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none">• Summary of current daily academic/behavior and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need;• Current baseline data provided in alignment with the skill and measurement of the annual goal.
NO	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR There is no comparison to grade-level standards or to age-appropriate performance expectations.</p>

Grade –level
standard
examples

GRADE 3 STUDENTS:

PHONICS AND WORD RECOGNITION

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.

OR

Students in the 3rd grade can determine the main idea of a text.

Present Levels of Academic Achievement and Functional Performance (PLOP)

The statement of present levels of performance should be written in language understandable to all, including the parent, and contain sufficient information to establish a baseline from which each annual goal is developed.

It must indicate the child's current academic and functional levels compared to expected grade level standards to provide a frame of reference.

Most current means the performance at the time of the writing of the IEP no more than 1 year old.

There must be a direct relationship between the annual goal and the present levels of academic achievement and functional performance.

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: **EXAMPLE for READING**

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Strengths

District will list some strengths the student has pertaining to the subject matter of the goal.
EXAMPLE: (Student Name) is a fluent reader, enjoys free time reading, has excellent decoding skills.

ETR Information

District will place important ETR information under this header that relates to specific NEEDS the student has in relationship to the subject of the goal.

EXAMPLE: (Student Name) basic Word Reading skills are in the average range. On reading Comprehension subtest of the WIAT-III assessment taken on 9/6/2020, scored in the average range, 45th percentile.

Performance on Previous IEP Goals and Objectives

District will provide progress the student has shown on the PREVIOUS GOAL and sometimes the Objectives. This is beneficial especially if the goal has changed.

EXAMPLE: (Student Name) last reading goal was..... At the end of the IEP due date he was able to master this goal with a mastery level of 95% in 5 out of 5 trials.

Baseline Data

This is where you would write where the student is currently performing towards mastery of the goal.

EXAMPLE: Currently (Student Name) is reading 6th grade reading passages and answering comprehension questions with: Trial 1: 50%, Trial 2: 65%, Trial 3: 65%.

Grade Level Standards

This is where you would list the grade level standard for the goal.

EXAMPLE: By the end of the year, 5th grade students are expected to read and comprehend grade level literature proficiently with 90% accuracy.

MEASURABLE ANNUAL GOAL

EXAMPLE:

When given a passage at grade level, (6th), Student will answer comprehension questions with 90% accuracy in 3 out of 4 trials by the course of this IEP.

Student's Strengths

ETR Information

Performance on Previous IEP Goal

Current Baseline Data

Grade Level Standard

Not Required for Compliance

Required for Compliance

Example of a well laid out Present Level Academic and Functional Performance

DS-1 POST-SECONDARY TRANSITION PLAN

56% NONCOMPLIANCE

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA?	YES	The transition plan in the IEP is compliant with all eight required elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	<ul style="list-style-type: none"> PR-07 IEP – Sections 4 and 5
		1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA).	NO	The transition plan is not compliant with one or more of the eight required elements outlined on the checklist.	
		4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting.	NA	The child is not 14 or older within the current IEP year.	



Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

COURSES OF STUDY:			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs		
[Redacted]			[Redacted]		
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE	
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	+
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	-

Transition services must be individualized specifically for that student.

What the District will provide to the student

ICE HAS BEEN COMPLETED

A. Anecdotal Record D. Rubric
 B. Checklist E. Other (list)
 C. Work Sample

[Redacted]

TIPS for Transition Services

- “Will provide the opportunity” does not provide a clear description of what the district/staff will provide.
- “Will assist” and “will help” are compliant.
- Attending a career fair or touring a CTC are noncompliant since any student can complete those. * Unless individualized for SWD.
- Services need to be specific to the Goal and to the student’s unique needs.

Consider the individual student’s transition service needs to see if the number of sessions allotted will allow the student to progress towards meeting the goal.

DS-15 REVISIONS MADE TO THE IEP – AMENDMENTS

50% NONCOMPLIANCE

DS-15	300.324(b) [Review and revision of IEPs]]	During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?	YES	Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.	<ul style="list-style-type: none"> • Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have been implemented to determine if the instructional approach is effective with the student. • Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. • Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the educational agency schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. • Data analysis indicating the necessary instructional adjustment(s). • Parental participation to adjust instructional strategies actively pursued. • The IEP amendment.
			NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first assessment reporting period of the year and sufficient data are not yet available to inform IEP adjustments; OR Based on progress monitoring data, no revisions were necessary.	

DS-15
During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?

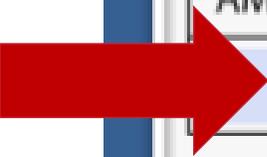
YES	Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.
NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).
NA	This is the first assessment reporting period of the year and sufficient data are not yet available to inform IEP adjustments; OR Based on progress monitoring data, no revisions were necessary.

Remember

- If, during the life of the current IEP, a new evaluation or reevaluation was conducted, the current IEP must be revisited, to ensure that any new identified needs within the newest ETR are being met.
- If they are not, a revision or amendment of the current IEP must be completed.
- If the current IEP still meets the needs of the student, then a simple statement that the IEP has been revisited and still meets the needs of the student found in the reevaluation must be added to the IEP.

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	Initials	
					+ -



Tips for Amending an IEP

- The amended date is NOT the new date of the IEP; it will still expire at the original due date.
- The actual amended section will need to be added to the original IEP.

DS-3 MEASURABLE ANNUAL GOALS

37% NONCOMPLIANCE

DS-3	300.320(a)(2)(i) [Definition of individualized education program]	Are annual goals stated in measurable terms?	YES	<p>Annual goals are stated in measurable terms and meet the child's needs to enable the child to be involved and make progress in the general education curriculum.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> • Clearly <u>defined behavior</u>: the specific action the child will be expected to perform. • The <u>condition</u>: situation, setting or given material under which the behavior is to be performed. • <u>Performance criteria</u>: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"> • PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals are not stated in measurable terms; OR</p> <p>The goal is missing one or more of the above criteria.</p>	

DS-3
Are annual goals stated in measurable terms?

<p>YES</p>	<p>Annual goals are stated in measurable terms and meet the child's needs to enable the child to be involved and make progress in the general education curriculum.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> → <u>Clearly defined behavior</u>: the specific action the child will be expected to perform. → <u>The condition</u>: situation, setting or given material under which the behavior is to be performed. → <u>Performance criteria</u>: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>
<p>NO</p>	<p>The annual goals are not stated in measurable terms; OR</p> <p>The goal is missing one or more of the above criteria.</p>

 **The goal must be measurable on its own.** 

Elements of a Measurable Goal

IEP Individualized Education Program

CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: 1

AREA:

1

Clearly Defined Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

2

Condition under which the behavior will occur

MEASURABLE ANNUAL GOAL

3

Criteria used to evaluate performance

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- | | | |
|---|---|--|
| <input type="checkbox"/> A. Curriculum Based Assessment | <input type="checkbox"/> E. Short-Cycle Assessments | <input type="checkbox"/> I. Work Samples |
| <input type="checkbox"/> B. Portfolios | <input type="checkbox"/> F. Performance Assessments | <input type="checkbox"/> J. Inventories |
| <input type="checkbox"/> C. Observation | <input type="checkbox"/> G. Checklists | <input type="checkbox"/> K. Rubrics |
| <input type="checkbox"/> D. Anecdotal Records | <input type="checkbox"/> H. Running Records | |

DS-14 PROGRESS REPORTING DATA COLLECTED

33% NONCOMPLIANCE

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-14	300.320(a)(3) [Description of individualized education program]	Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction. *Note: Progress on the annual goal itself needs to contain quantitative data relating to the mastery level of the goal.	YES	There are instructional data* collected for each measurable annual goal AND there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> • Progress Reports • Progress toward last year's goals • Concerns of parents • Input from related service providers • Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data* collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement; OR The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)	

DS-14

Was progress reporting data collected and analyzed to monitor performance on each goal?

GOAL



YES

There are instructional data collected for each measurable annual goals AND there is evidence that the progress data reported align to measurement used in the annual goal statement.

NO

There is no evidence of data* collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement; OR The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)

Tips for Progress Reporting

- Must report progress on the goal itself.
- If using a modified form, must contain the required components indicated on OP-6A.
- Should contain quantitative data.
- Needs to align with the measurement stated in the measurable goal.

Date: 11/2022

Reporting Period: 2nd

IEP Date: 9/6/2022

Goal # 1



Goal When Annie is given 10 addition problems containing fractions with unlike denominators, she will correctly solve 8 or 80% of them in 4 out of 5 trials by the course of this IEP.

Objective #:

Objective:

Summarize the measurable data utilized to assess progress	Annie still wants to add or subtract the unlike denominators instead of finding the common denominator. She does better when the unlike denominators are even numbers. She really struggles with odd denominators.
---	---



Quantitative Data Used to Demonstrate Progress

Data Source	Data Points	On Track?	Goal Met?
Performance Assessment #1	Trial #1 Annie got 4 out of the 10 questions correct, 40%	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Performance Assessment #2	Trial #2, Annie got 5 out of the 10 questions correct, 50%	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Comments		Annie needs to practice her multiplication numbers.	

LRE-1 LEAST RESTRICTIVE ENVIRONMENT

34% NONCOMPLIANCE

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(a)(5) [Definition of individualized education program]	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?	YES	<p>The IEP includes a justification for why the child was removed from the general education classroom, AND</p> <ul style="list-style-type: none"> It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location; It reflects that the team has given adequate consideration to meeting the student's needs in the general education classroom with supplementary aids and services; It describes that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily; It describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable. 	<ul style="list-style-type: none"> PR-07 IEP - Section 11 (LRE) PR-07 - Section 3 (Profile) PR-07 - Section 6 Present levels of academic achievement and functional performance
			NO	<p>A rationale is not given; OR the rationale given:</p> <ul style="list-style-type: none"> Is NOT based on the student's individual needs or does not align with SDI or related service location; Does NOT reflect consideration for provision of supplementary aids and services in the general education classroom; Does NOT describe potential harmful effects to the child or others, if applicable. 	
			NA	The student receives all special education services with nondisabled peers.	

LRE-1

Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?

Compliant	Evidence
YES	The IEP includes a justification for why the child was removed from the general education classroom, AND
PLUS	<ul style="list-style-type: none">• It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location.
PLUS	<ul style="list-style-type: none">• It reflects that the team has given adequate consideration to meeting the student's needs in the general education classroom with supplementary aids and services.
YES	<ul style="list-style-type: none">• It describes that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.
PLUS	<ul style="list-style-type: none">• It describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable.
And	

LRE Reminders

- Must be a justification as to why this student cannot be served in the general education classroom and not just a description of the LRE (explain what supports and services have been tried in the general education classroom that have not been successful).
- The justification must include the reasons the student will be removed from the general education setting.
- Must describe supports and services that are needed for the student to be successful that cannot be provided within the general education classroom.

LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS



Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition
- Internal Monitoring Process
- General Educator's Role in Special Education Process
- Intervention Specialist's Role in Special Education Process

Special Education: Beyond Essentials

- Least Restrictive Environment (LRE)
- Disproportionality in Special Education Achievement
- Co-Plan to Serve
- IEP Goal Construction
- Parent Engagement
- Related Services

Special Education: Beyond Essentials Cont.

- Mediation & Facilitation
- Accommodation & Modifications 101
- Assistive Technology (AT) Mini-module
- Least Restrictive Environment for Students with Disabilities, Part 2: From Understanding to Documentation

SURVEY LINK AND QR CODE

Please access the Survey for
this SAMIS session.

Thank you for your response!

[https://forms.office.com/g/kD
wpPBSWZi](https://forms.office.com/g/kDwpPBSWZi)

OEC Supports and Monitoring
Information Session (SAMIS):
December 4, 2025



**Department of
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1:00 PM on February 5, 2025

Charting the Life Course

Visit our SAMIS webpage below to access the meeting link:

[Supports and Monitoring Information Session \(SAMIS\) | Ohio Department of Education and Workforce](#)



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